



An Inclusive  
Learning  
Community

Nanjing  
International  
School

## Grade 10 Curriculum Overview

### Introduction

The Middle Years Programme focuses on the understanding that students in this age group are developing skills that will help them to succeed in the rest of their academic and social lives. During this time, we recognise that they are particularly aware of social and cultural influences. The MYP strives to make the most of this time of growth to help students develop the capacity to become responsible for their own learning and to make informed decisions.

### Curriculum

NIS has a Pre-K to Grade 12 curriculum that ensures that each subject builds on prior understandings and skills. As life is a complex myriad of relationships and connections, students engage with these understandings and skills through units that allow students to grapple with complex ideas and look at a variety of perspectives. Each unit in the MYP is developed around a Key Concept that provides a framework for learning. These concepts encourage students to make connections between subjects, create personal relevance, and achieve higher levels of critical, creative, and conceptual thinking.

### Organisation of Subjects

For Grades 9 and 10, MYP offers a variety of subject choices. These are discussed and selected during the intake after admission. All courses offered at this grades level are outlined in this overview.

### Languages

Language A is for native/near-native speakers, whereas Language B phases represent a continuum of second language learning. Depending on English proficiency students will be placed in appropriate leveled classes. Students also study one or two additional languages. Languages other than English taught at NIS are Mandarin A and B, French B, Spanish B, Korean A, and German A.

### Assessment

MYP teachers use a variety of means to assess student progress regularly, applying assessment criteria established by the IB. Full academic reports reflecting achievement on the subject area assessment criteria are communicated in two Semester reports in January and June. Semester grades are represented on a 1-7 scale. Nanjing International School provides the opportunity for NIS MYP Certificates at the end of Grade 10.

### Contact

For additional information on any aspect of the Grade 10 Middle Years Programme, please contact:

Head of Upper School (10 -12), Katie Ham ([katieham@nanjing-school.com](mailto:katieham@nanjing-school.com))

Head of Middle School (06 - 09), Ruth Clarke ([ruthclarke@nanjing-school.com](mailto:ruthclarke@nanjing-school.com))

# Language Arts

**Gr10 English A:** This programme provide students with the skills to respond to a variety of texts, develop a critical approach to literature, communicate formally and appropriately in various situations through written and oral media, understand their own culture and those of others, gain a deeper understanding of human nature and read for enjoyment.

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1 - 7	<p>Poetry Writing and Analysis: <i>'Poetry: So what, who cares?'</i></p> <p>Poetry create works as a form of self-expression, and to make sense of the work around them.</p>	Perspective	<p>Anthology of poetry, including a variety of different forms;</p> <p>Analysis of the different forms and study of the impact upon the reader;</p> <p>Creation of own poetry</p>	<ol style="list-style-type: none"> <li>1. A poem of the student's own choice</li> <li>2. A commentary, outlining their authorial choices and the effect</li> </ol>
8 - 18	<p>Novel Study: <i>Where is the Justice? To Kill A Mockingbird</i></p> <p>The purpose of literature can be to affect change in the attitudes of the readers.</p>	Communication	<p>Research questions on historical setting.</p> <p>Inspiration and mind mapping, as well as study of characterisation, theme and plot development.</p>	<ol style="list-style-type: none"> <li>1. Literary analysis on characterization or theme</li> <li>2. Debate: Tom Robinson on trial</li> </ol> <p>**The semester examination also links to this unit</p>
19 - 23	<p>Film as Text; <i>The Truman Show: Media Manipulation</i></p> <p>Identity is a construction dependent upon both intrinsic and extrinsic forces: Free will is an illusion.</p>	Identity	<p>Scene analysis and focus on directorial choices to explore the ethics of reality television, product placement, influence over and manipulation of audience</p>	<ol style="list-style-type: none"> <li>1. Scene analysis for filmic devices</li> <li>2. Analytical essay pertaining to the wider issues of the film</li> </ol>
24 - 29	<p>Creative Writing: <i>Stupendous Short Stories</i></p> <p>Short stories, in all styles and genres, offer an accessible window into the human condition.</p>	Creativity	<p>Anthology of Short Stories and analysis of the way in which writers use techniques to convey messages</p> <p>The writing cycle and short story writing techniques.</p>	<p>Short story writing:</p> <p>Write a story 750-1000 words employing various writing strategies used during the unit.</p>
30 - 38	<p>Drama Study: <i>The Crucible</i></p> <p>Pressures to conform to societal expectations within a community can impact upon one's identity and relationships with others.</p>	Communities	<p>Textual analysis:</p> <p>Deconstruction of play convention in the creation of meaning; character and thematic analysis.</p> <p>Creative responses, both oral and written form.</p>	<ol style="list-style-type: none"> <li>1. Socratic seminar</li> <li>2. Character Recipe: Response to Literature</li> </ol> <p>**The semester examination also links to this unit</p>

# Language Arts

**Gr10 English B Phases 4:** The focus is on the English skills needed to communicate independently and confidently for academic and social purposes. Formal assessments will take place at the end of each semester and the language status of each student reviewed. Parents will be kept informed of any changes. English for Cognitive and Social Success (ECSS) support is given in place of a second language until students move from English B Phases 3-4. The ECSS program develops skills in listening, speaking, reading and writing. This is achieved through active classroom support in Humanities and Science, with consolidation in ECSS classes two lessons a week.

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-16	Symbolism in Literature How is symbolism used in Literature comprehension.	Connections	Interviewing, Writing Questionnaires, Sequencing, Retelling, Evaluating, Singular and Plural Nouns	Short stories, analysis
6-10	Careers: Where am I going and how do I get there?	identity	Reading for Content, Predicting, Timelining, Characterization, Sequencing, Simple Past	Interview CV, Cover letter
24-31	Folktales: What purpose in society do folktales provide?	Culture	Retelling, Summarizing, Predicting, Using Context, Characterization, Skimming, Persuasion	Summative Essay, Reading Journal
32-39	Friendship: Because of Win-Dixie	Connections	Reading for Content, Timelining, Using and identifying literary techniques.	Cartoon Retelling, Oral Presentation

# Language Arts

**Gr10 English B Phase 6:** Grade 10 develops and enhances the four skills of speaking, listening, writing, and reading. Assessment throughout the year will be based on task-specific rubrics. Formal assessments will take place at the end of each semester and the language status of each student will be reviewed. Parents will be kept informed of any changes.

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-5	Introduction: Short stories—How can I use and maintain language style for audience/purpose?	Communication	Communicative strengths; writing like an author.	Comprehension, story analysis, Creative writing: short story insertion.
6-13	Novel Study: <i>Hatchet</i> To what extent have we lost touch with nature? How do we organise out needs?	Change	Human needs and wants; analysis of Maslow's Hierarchy of Human Needs; defending opinions in speaking and writing; essay-writing.	Reading comprehension ; analysis of human needs (Maslow's hierarchy), creative diary writing, non-fiction writing
14-21	Advertising: How do I know if I am being duped?	Creativity	Propaganda techniques; print and TV advertising analysis.	ad analysis; ad creation; oral presentation comprehension
22-34	Novel Study: <i>The Curious Incident of the Dog in the Night-Time</i> . How do labels and categorization affect the way we view ourselves and others?	Connections	Using and identifying literary techniques, analyzing literature, conveying values,	Novel analysis; Scored discussion; creative, writing assessments, oral presentations, and comprehension
34-39	Careers: Employment: How do I get that dream job?	Communication/ Creativity	Want ads; CVs and cover letters; interview processes.	Composing an ad, CV, cover letter; Interview.

# Korean A

**Gr10 Korean A:** will provide students with the skills to respond to a variety of texts, develop a critical approach to literature, communicate formally and appropriately in various situations through written and oral media, understand their own culture and those of others, gain a deeper understanding of human nature and read for enjoyment.

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-10	Be a creative writer.  Literature is a tool for creative thinking and effective self expression using different styles for different purposes.	Literature and Creativity:	Creating your original short story  Creating an original poem  Analysing two genres on the same motif	Creative Writing Writing practice booklet: Comparative study: comparative analyze between poem and short story(Individual)
11-20	Literature can be a tool to change the way we understand the past.	Connections- Literature and History:	Graphic novel: Maus by Art Spiegelman	Oral presentation Essay  Research and presentation Comprehension test Analysis (Comparing two genres)
21-29	Movie makers and writers will deliver their own message to our community with their own perspective. People have different view point on public power.	Perspective- Literature and Community:	Analysis on freely chosen extract and rewriting; multicultural family, race, religion	Creative writing Essay  Chapter summary and presentation Classroom discussion Analysis (Comparing two genres)
30-38	We know and love ourselves better by understanding the uniqueness of ourselves and this understanding enables us to express ourselves.	Communication- Myself and me:	Multiple Intelligence, MBTI, Poem: Mirror-Sang Lee, Protrait-DongJu Yoon Essay:My Beautiful Life	Essay Response to literature Creative Activity & writing Oral Presentation

# German A

**Gr10 German A:** will provide students with the skills to respond to a variety of texts, develop a critical approach to literature, communicate formally and appropriately in various situations through written and oral forms, understand their own culture and those of others, gain a deeper understanding of human nature and read for enjoyment.

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1- 10	Speak up!	communication	Read, listen and view news, speeches, debates, analyse rhetorical language used and their effect on the audience.	Argumentative Essay
10-20	Life is not fair!	creativity	Read, analyse and create satires, discover rhetorical elements and their effects like irony, sarcasm, imagery, motifs and language style of a „Satire“	Analytical Essay: Satire
20-30	Life on stage	connections	Read drama and discover genre specific elements and how they are connecting the stage with real life.	Analytical Essay: drama
30-39	Reflections	perspective	Read Poems - reflections of life through Poems; analyse and compare formal elements and stylistic devices used in Poems	Analytical Essay: lyric

# Spanish

The Grade 10 Language B Spanish course reinforces language acquisition. It encourages students to use Spanish effectively as a means of reasonable communication and offers insight into the cultural characteristics of the Spanish speaking world whilst fostering curiosity, lifelong interest, and enjoyment in language learning.

## Phases 3

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-9	<p><b><u>Global issues/ Environment</u></b></p> <p>How do we interact with our environment?</p> <p><b><u>Statement of inquiry:</u></b></p> <p>Exchanging ideas about global actions can have a large impact on the protection of the environment.</p>	Global interaction	<p><b>Globalization and sustainability</b></p> <p>Noise, air and water pollution.</p> <p>Environmental issues.</p> <p>Endangered species.</p> <p>Causes and consequences of our actions.</p>	<p>Listening comprehension</p> <p>Oral communication- presentation about causes and effects of pollution</p> <p>Reading comprehension</p> <p>Writing-poster endangered species</p>
10-17	<p><b><u>Media and technology.</u></b></p> <p>How do new technologies help us communicate?</p> <p><b><u>Statement of inquiry:</u></b></p> <p>Mobile phones and internet have the power to affect communication and social skills.</p>	Global interaction Communication	<p><b>Scientific and technical innovation</b></p> <p>Internet.</p> <p>Mobile phones.</p> <p>Blogs.</p> <p>Social networks.</p> <p>Cyber-bulling and privacy online.</p>	<p>Listening comprehension</p> <p>Oral communication</p> <p>Reading comprehension</p> <p>Writing- survey/pie chart uses of technology among teenagers.</p>
18-25	<p><b><u>Work experience and future careers</u></b></p> <p>How can we apply for a work experience?</p> <p><b><u>Statement of inquiry:</u></b></p> <p>Our choices affect our future life.</p>	Connections Global interaction Identity	<p><b>Identities and relationships</b></p> <p>Part time jobs/workplaces.</p> <p>Job interviews.</p> <p>Job requirements. Letter of application. Understanding job adverts.</p>	<p>Listening comprehension</p> <p>Oral communication- job interview questionnaire</p> <p>Reading comprehension</p> <p>Writing- reccount of a day in your daily job.</p>
26-34	<p><b><u>Addictions</u></b></p> <p>How can we help others fight addiction?</p> <p><b><u>Statement of inquiry:</u></b></p> <p>Information and advice can help us fight addictions.</p>	Communication Identity	<p><b>Identities and relationships</b></p> <p>Tobacco.</p> <p>Alcohol.</p> <p>Video games/internet</p> <p>Other addictions</p>	<p>Listening comprehension</p> <p>Oral communication-<i>video opportunities</i></p> <p>Reading comprehension</p> <p>Writing</p>
35-38	<p><b><u>Music appreciation</u></b></p> <p>How can music help people express their feelings?</p> <p><b><u>Statement of inquiry:</u></b></p> <p>Feelings can be expressed through different types of music.</p>	Communication Culture	<p><b>Personal and cultural expression</b></p> <p>Music festivals.</p> <p>Music devices.</p> <p>Music and emotion.</p> <p>Review this year vocabulary and grammar through songs.</p>	<p>Listening comprehension</p> <p>Oral communication- create/ learn and/or sing a song</p> <p>Reading comprehension</p> <p>Writing</p>

# Science

**Biology:** Grade 10 Biology is the second half of a two year program which focusses on developing students as scientifically literate inquirers who are able to think critically and creatively to solve problems and make decisions affecting themselves, others and their social and natural environment.

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-8	Models can help us understand how structure is linked to function in different types of movement (both big and small).	Form	Structure and function of organelles The phospholipid bi-layer Passive and Active Transport Movement of single celled organisms How humans move? Antagonistic muscles	Test  Lab report  Impact of Science
9-18	Different systems in the body are connected to the production of energy	Connections	The production of proteins in the cell Structure and function of enzymes Products of digestion Cellular respiration ATP How are respiration and photosynthesis linked?	Test  Lab report
19-28	Transformations from one generation to the next involves DNA and genes	Connections	The Cell and DNA - Chromosomes unravelled. Structure of DNA and the genetic code. Mitosis, meiosis and fertilisation Mendelian genetics Monohybrid crosses Mutations Mutagens	Test  Lab report  Impact of Science

# Science

**Chemistry:** Grade 10 Chemistry is the second half of a two year program where students learn the fundamentals of chemistry within the assessment structure of the MYP. An emphasis is placed on lab skills, lab design and the relationship of chemistry to the global environment.

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-8	Stoichiometry - The mathematics of chemistry.  How can stoichiometry be applied to everyday life?	change	The mole, molar mass of compounds. Finding the formula of compounds. Molarity and the stoichiometric ratio of a chemical reaction.	Unit test. Data processing lab. Essay/presentation
9-19	Metals and electrochemistry  How can chemical reactions produce electricity?	relationships	Reactivity series for metals. Properties of metals. Principles of electrochemistry (voltaic cells and electroplating)	Lab design. Semester exam.
20-27	covalent compounds and organic chemistry.  There is a pattern to the system of organic chemistry which can be viewed through covalent bonding	system	Ionic vs. Chemical bonding. Giant covalent structures. Intermolecular forces. Introduction to the wide array of organic compounds. Hydrocarbons, alcohols, fuels.	Essay. Unit test Data processing exercise.
28-38	Industrial chemistry  How did the Haber process change the world?	Systems	Review of rates of reaction, energetics and chemical equilibrium. The Haber process and the production of ammonia and fertilizer. Other Industrial Processes.	Lab design. Semester exam. Data processing exercise.
1-8	Stoichiometry - The mathematics of chemistry.  How can stoichiometry be applied to everyday life?	change	The mole, molar mass of compounds. Finding the formula of compounds. Molarity and the stoichiometric ratio of a chemical reaction.	Unit test. Data processing lab. Essay/presentation

# Science

**Physics:** in Grade 10 we focus on the MYP approach to learning new concepts and skills that will also prepare students for the Diploma Program.

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-7	Electric Currents. Our present reliance on fossil fuels for electricity production is environmentally unsustainable on a global scale and urgent solutions are required.	Change	Series and Parallel Circuits, Current, Potential Difference, Resistance, Ohm's Law, Cost of Electricity.	Test Lab report
8-20	Electromagnetism. Visual impairment and blindness have enormous implications for quality of life, and opportunities for their treatment varies globally.	Global interactions	Magnetic Induction, Motors, Transformers.	Test Lab report Impact of Science
21-39	Light and Sound. Systems have developed over time so that fair measurements can be made.	Systems	Waves, Light, Sound Reflection, Mirrors, Refraction, Lenses, Vision Problems, Optical instruments, Colour.	Lab Report Test

# Mathematics

Grade 10 Mathematics follows the theme of Grade 9 by offering two levels - Mathematics and Extended Mathematics. Student placement in these groups is dependent on performance. There is flexibility between the groups and students are able to move throughout the year if it is deemed in their best interests. Between the listed units there are also investigations developing skills from multiple units in a practical application of mathematics.

## Standard

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-5	Coordinate Geometry - Discovering how properties change over time can lead to a better understanding of mathematical relationships	Relationships	<ul style="list-style-type: none"> <li>•Graphing Equations</li> <li>•Determining Equations from Graphs</li> <li>•Rearranging Equations</li> <li>•Formulae for Gradients, Distances and Mid-points</li> <li>•Perpendicular and Parallel Lines</li> <li>•Perpendicular Bisectors</li> <li>•Shortest Distance</li> </ul>	Criterion A test
7-12	Trigonometry - Spatial relationships are both a means of understanding the physical and abstract world	Form	<ul style="list-style-type: none"> <li>•Area of Non-right Triangles</li> <li>•Sine and Cosine Rules</li> <li>•Applications in 2 and 3 Dimensions</li> </ul>	Criterion B and C task Criterion A test
13-17	Probability - Probability allows us to predict long-term trends with a considerable degree of accuracy	Logic	<ul style="list-style-type: none"> <li>•Experimental and Theoretical</li> <li>•Sample Space including Venn and Tree Diagrams</li> <li>•Independent Events</li> <li>•Multi-event Probability</li> <li>•Conditional Probability</li> </ul>	Semester Exam
20-25	Quadratic Functions - Decision making can be improved by using a model to represent relationships	Relationships	<ul style="list-style-type: none"> <li>•Solving Quadratic Equations</li> <li>•Completing the Square</li> <li>•Quadratic Equations</li> <li>•Graphing Quadratic Functions</li> <li>•Determining Equations from Graphs</li> <li>•Transformations</li> <li>•Applications</li> </ul>	Criterion A test
26-30	Exponential Functions - Decision making can be improved by using a model to represent relationships	Relationships	<ul style="list-style-type: none"> <li>•Domain and Range</li> <li>•Exponential Patterns and Rules</li> <li>•Graphing Exponential Functions</li> <li>•Solving Exponential Equations</li> </ul>	Criterion B and C task Criterion A test
31-34	Algebraic Fractions - Number properties can be expressed in a generalised form whose rules are used to problem solve	Logic	<ul style="list-style-type: none"> <li>•Simplifying</li> <li>•Adding and Subtracting</li> <li>•Multiplying and Dividing</li> </ul>	Semester Exam
35-38	IB Diploma Preparation	Form and Logic	•Review of Prerequisite Topics for SL Diploma Mathematics	

# Mathematics cont.

## Extended

The Extended Mathematics Course covers all of the material in the Mathematics Course with additional material for students who plan on taking IB Higher Level Mathematics in Grades 11 and 12.

Week	Unit Question	Key Concept	Content	Assessment
1-4	Coordinate Geometry Discovering how properties change over time can lead to a better understanding of mathematical relationships.	Relationships	<ul style="list-style-type: none"> <li>•Graphing Equations</li> <li>•Determining Equations from Graphs</li> <li>•Distance Formula</li> <li>•Midpoint Formula</li> <li>•Perpendicular and Parallel Lines</li> <li>•Perpendicular Bisectors</li> <li>•3-Dimensional Applications</li> </ul>	Criterion A test
6-11	Algebra -Quadratic Functions Discovering how properties change over time can lead to a better understanding of mathematical relationships.	Relationships	<ul style="list-style-type: none"> <li>•Solving Quadratic Equations</li> <li>•Completing The Square</li> <li>•Quadratic Equation</li> <li>•Graphing Quadratic Functions</li> <li>•Determining Equations from Graphs</li> <li>•Transformations</li> <li>•Applications</li> <li>•Optimal Solutions</li> </ul>	Criterion B and C task Criterion A test
13-17	Probability Probability allows us to predict long-term trends with a considerable degree of accuracy.	Logic	<ul style="list-style-type: none"> <li>•Venn and Tree Diagrams</li> <li>•Independent Events</li> <li>•Multi-event Probability</li> <li>•Conditional Probability</li> <li>•Expected Values</li> </ul>	Criterion B and C task Semester Exam
19-23	Trigonometry Spatial relationships are both a means of understanding the physical and abstract world.	Form	<ul style="list-style-type: none"> <li>•Area of Non-right Triangles</li> <li>•Applications of Trigonometric Ratios</li> <li>•Applications in 3 Dimensions</li> <li>•Radians</li> <li>•The Unit Circle</li> <li>•Trigonometric Identities</li> </ul>	Criterion B and C task Criterion A test
25-30	Algebra -Other Non-linear Functions Discovering how properties change over time can lead to a better understanding of mathematical relationships.	Relationships	<ul style="list-style-type: none"> <li>•Periodic Functions</li> <li>•Exponential Functions</li> <li>•Composite Functions</li> <li>•Graphing Functions</li> <li>•Solving Functions</li> <li>•Transformation of Graphs</li> <li>•Applications</li> <li>•Inverse Functions</li> <li>•Logarithms and Natural Logs</li> </ul>	Criterion B and C task Criterion A test
31-34	Vectors Spatial relationships are both a means of understanding the physical and abstract world.	Form	<ul style="list-style-type: none"> <li>•Directed line segments</li> <li>•Vector addition and subtraction</li> <li>•Vector components</li> <li>•Scalar multiplication</li> </ul>	Criterion A test Semester Exam
35-38	IB Diploma Preparation		<ul style="list-style-type: none"> <li>•Review of Prerequisite Topics for HL Diploma Math</li> </ul>	

# Humanities

Grade 10 Humanities examines five topical units covering the areas of geography, history, environmental studies and business management. Man is the focus with how man creates, develops and mitigates events. The main aim of the year's work is to prepare students for the IB Diploma through concept development and critical thinking.

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-7	Urban sustainability - Transport systems can help make cities more sustainable.	Systems	Characteristics of sustainability.  Local field study investigation – Xian Lin.	<input type="checkbox"/> Report evaluating sustainability of transport in Xian Lin.
8-19	Perspectives & the Cold War - Perspectives can shape the understanding of global interactions over time.	Global interactions	Causes of cold war.  Development of the Cold War through key events (Korean war, Cuban missile crisis & Vietnam).  Perspectives today – have they changed?	<input type="checkbox"/> Essay: Causes of the Cold War <input type="checkbox"/> Annotated map: Korean War. <input type="checkbox"/> OPVL: Cuban Missile Crisis. <input type="checkbox"/> Investigation: Why couldn't the USA win in Vietnam?
20-26	Disparities are good - Should disparities, both within and between societies, be reduced?	Global interactions	Spatial and temporal patterns of disparities between countries.  Reasons for those disparities.  Strategies for reducing disparities.  Evaluation of disparity as a concept.	<input type="checkbox"/> Essay based on individual research questions devised by students.
32-38	Business enterprise - Individuals create businesses from finite resources which have an impact on society.	Creativity	Student enterprise - students develop a business idea and turn it into a real business by applying a range of business tools and theories.	<input type="checkbox"/> Market research investigation <input type="checkbox"/> Marketing plan <input type="checkbox"/> Business plan and presentation <input type="checkbox"/> Evaluation

# Chinese

Grade 10 Mandarin A will provide students with the skills to respond to a variety of texts, develop a critical approach to literature, communicate formally and appropriately in various situations through written and oral media, understand their own culture and those of others, gain a deeper understanding of human nature, and read for enjoyment.

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-10	Short stories, regardless of origin, connect people and their experiences of life.	Connections	<p>Texts: Selection of Short stories written by O'Henry, <i>Xiang Lian</i> by Mo Po Sang</p> <p>Irony, moral attitude towards life, Characterizations, love.</p>	<p>Research work Oral presentation</p> <p>Response to literature</p>
11-18	<p>Essay study:</p> <p>An effective argument results from a clear purpose, and is influenced by personal identities and relationships.</p>	Identities	<p>Texts: Zhong Guo Ren Shi Diao Zi Xin Li Le Ma –by Lun Xun Xin Shang Fa Xian Mei Gan En De Xin Bie Deng Zhe Cheng Gong Lai Qiao Men</p> <p>Structure ideas and arguments in a logical, sustained manner; support ideas and arguments with precise and relevant examples and quotes.</p>	<p>Argumentative essay writing.</p> <p>Oral Presentation</p>
19-26	<p>Selection of Chinese short stories:</p> <p>Writers create stories to show personal growth, social interaction and relationship development, always within a certain context.</p>	Perspectives	<p>Texts: <i>Gu Xiang</i> <i>Zhu Fu</i> <i>Shi Mai Sui</i> <i>Bu Que Qian</i></p> <p>Social class, love, marriage, tragedy, moral, Woman's right</p>	<p>Creative Writing</p> <p>Analytical Writing</p>
27-33	<p>Prose: The Youth</p> <p>Audience imperatives and the social, historical, cultural contexts are key elements contributing to effective communication.</p>	Communication	<p>Texts: <i>Shi ba sui he qi ta</i>, <i>Wo de si ji</i>, <i>Qing nian zai xuan ze zhi ye shi de kao lv</i>, <i>Wo de wu Yang</i></p>	<p>Response to literature: Writing a letter to the writer's Son based on the texts studied</p> <p>Oral presentation with Keynote</p>
34-39	<p>Poetry:</p> <p>Poetry allows writers to personally and culturally express an interpretations of a theme.</p>	Creativity	<p><i>Yu Xiang</i> <i>Xiang Xin Wei Lai</i>, Five song lyrics selected by students</p> <p>Figurative language. Rhythm of poems. Imaginary</p>	<p>Creative Writing - Write a poem.</p> <p>Written response to the poetry.</p>

# Chinese

**Grade 10 Mandarin B** will develop the students' ability to communicate information, ideas and opinions, provide access to varied sources of information and enable the student to develop an appreciation of host country culture.

## Phases 1-2

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-9	<b><u>Family</u></b> Introducing one's family using proper word choice with non-verbal communication helps identify family members.	Communication Identity	Self and family members, relationships to each other.	Presentation; reading comprehension, writing test.
10-17	<b><u>Seasons and Weather</u></b> Weather and seasons entail change of time and place.	Communication Time, place and space	Seasons, date & time, weather, the activities in different seasons and weather.	Presentation; reading comprehension, writing test.
18-25	<b><u>Transportation</u></b> Transportation reflects functions and effectiveness of public services.	Communication Time, place and space	Transportation, names of cities, traveling from one city to another city.	Presentation, reading comprehension, writing test.
26-32	<b><u>School</u></b> School subjects reflect students voice and choice.	Communication System	School life, stationary, time-table, subjects in school.	Presentation, reading comprehension, writing test.
33-38	<b><u>Food</u></b> Food from different cultures deliver different message.	Communication Culture	Healthy food & drinks, food pyramid, nutrients, balanced diet.	Presentation, reading comprehension, writing test.

# Chinese

**Grade 10 Mandarin B** will develop the students' ability to communicate information, ideas and opinions, provide access to varied sources of information and enable the student to develop an appreciation of host country culture.

## Phases 3-4

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-9	<b><u>Study and Career</u></b> Current choices play an important role in determining people's future career.	Identity	Future studies and career, making plans for future.	Formal letter writing, interview
10-17	<b><u>Modern Technologies</u></b> Each technical innovation has its pros and cons and plays a role in daily life.	Change	Types of modern technologies, the advantages and disadvantages of modern technology.	Interview, report writing, reading comprehension.
18-25	<b><u>Music Appreciation</u></b> Personal feelings can be communicated and expressed through different types of music	Communication	Musical instruments, music genres, rhymes and rhythms.	Write comments, create dialogues about the composer's inspiration.
26-32	<b><u>Environment</u></b> Exchanging ideas about global and individual actions can have a large impact on environment protection.	Global interaction	Environment pollution, practical ways of protecting the environment.	Speech, article writing, reading comprehension.
33-38	<b><u>International Organization and Charity</u></b> Caring and principled nations come together for common causes.	Communities	The role of International organizations, and charity, public and personal involvement and contribution.	Press conference, journal writing.

# Chinese

## Phases 5-6

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-9	What role does community play?		The services in a community, our contribution to the community.	Media presentation, essay writing.
10-17	To what extent do festivals represent a culture?		The connection between festivals and cultures.	Create a brochure/booklet about a festival, reading comprehension.
18-25	To what extent do modern communication and media influence our life?		Techniques of communication, the purposes of using different media.	Format of questionnaires, report writing.
26-32	How do we face growing up?		Youth issues, positive attitudes towards challenges.	Role-play (giving advice to youth), reading comprehension.
33-38	What roles do culture-based stories have on our beliefs and behaviors?		The stories related to cultures, the values behind the stories.	Write story introduction, create a short story.

# French

The Grade 10 Language B French course reinforces language acquisition. It encourages students to use French effectively as a means of reasonable communication and offers insight into the cultural characteristics of the Francophone world whilst fostering curiosity, lifelong interest, and enjoyment in language learning.

## Phases 3-4

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-7	<b>Environment.</b> Exchanging ideas about global and individual actions can have a large impact on the protection of the environment.	Communication Global interaction	Environmental issues Air and water pollution Responsible citizenship Endangered species	Listening comprehension Oral communication Reading comprehension Writing
8-18	<b>Technology.</b> The Internet and mobile phones have the power to affect communication and social skills.	Communication Global interaction	Mobile phone Internet Social networks Blog	Listening comprehension Oral communication Reading comprehension Writing
19-22	<b>Work.</b> When applying for a job we must consider our skills or interests, and use the proper conventions.	Communication Identity	Job requirements Job interview Letter of application Résumé Work Week experience	Listening comprehension Oral communication Reading comprehension Writing
23-28	<b>Health.</b> Information and advice can help young people fight addictions.	Communication Identity	Tobacco Alcohol Drugs Advertising	Listening comprehension Oral communication Reading comprehension Writing
29-38	<b>Leisure.</b> Feelings can be expressed through different types of music and communicated through varied media.	Culture Identity	Music festivals Music devices Music and emotions Influence of music Review vocabulary and grammar through songs	Listening comprehension Oral communication Reading comprehension Writing

# Design

In Grade 10 Design, students will Inquire, Develop, Create, Evaluate. The course will function as a collaborative master class with three co-teachers. The year will begin with a Design situation, a task outlined by the teachers with parameters and a set deadline. For their major project, students will be given a theme, asked to identify a problem related to that theme, come up with a solution to that problem, realise and share this final product.

Grade 10 Design master class will complete two Design Cycles

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-18	Improving lives		Problem finding Search for solution through Design Cycle	Quality of design folio assignments. Follows Design Department Criteria: Inquire, Develop, Create, Evaluate
19-38	Work like a pro		Technologies and innovations at the service of others	Quality of design folio assignments. Follows Design Department Criteria: Inquire, Develop, Create, Evaluate

# The Arts: Performing Arts

## Music

Students in grade 10 MYP music will have already gained a strong foundation in general music and while have good performance skills on a specific band instrument. It is time for them to explore music, both as individuals and in groups, whilst looking forward towards potentially studying in Diploma Programme Music. In this year, students will have basic introductions to the three strands covered in the DP Programme - Jazz, World Music, and Classical Music. The focus of this year will be on score analysis, listening analysis, composition, and performance.

Week	Unit	Key Concept	Content	Assessment
1 - 18	<b>Classical Music: The Rising Norm of Dissonance drives Western Art Music.</b>	Identity / Orientation in Space & Time	Students will study how the consonant rules of music, that are used today, were set and then systematically broken throughout music history, resulting in dissonants being the new 'normal' to modern ears.	Counterpoint composition and an arranging task, included with a performance of a classical piece of music. All this is documented in their process journals.
19 - 34	<b>Jazz:</b> Jazz is a mysteriously polarising genre.	Aesthetics / Personal and Cultural Expression	Students will study the history of jazz as well as its sub-genres, including swing, modal, smooth, and west coast. They will also research influential artists of the 20th century.	Both aural and score analyses of jazz music with student performances of jazz standards. All this is documented in their process journals.
34 - 39	<b>World Music:</b> World music is highly unique, and yet is also influenced by its external factors.	Identity / Identities and Relationships	Students will study the characteristics of different styles of world music, including Indonesian, Indian, European, Latin American, Chinese, and African.	Aural analysis of a piece of world music. An arranging task for a piece of world music to be orchestrated into a new genre. An investigation paper that links musical genres. This is completed through the process journal.

# The Arts: Performing Arts

## Drama

Drama students in Grade 10 develop a deeper understanding of the creative process. They take part in a range of projects involving contrasting styles and techniques performed to a range of audiences. Through these experiences they are able to see the importance of each element of Theatre. They document their progress through the use of the developmental workbook. This a portfolio which includes brainstorm, illustrations, research and personal reflection. It forms an integral part of the course as it allows students to track the creative process.

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-14	Ensemble Performance  Theatre can change the way people think	Change  Identities and relationships	Working as a whole class on an Ensemble performance using all the techniques studied based on a chosen stimulus	Journal work -reflection, research and recording ideas. Ensemble Performance shown to a High School Audience End of unit test/Written assignment -Performance proposal based on a chosen stimulus
14-22	Monologues- Does a an actor need to live their character?	Communication  Personal and cultural expression	A solo performance which involves writing and performing an original monologue using the rehearsal techniques employed by the theatre practitioner 'Konstantin Stanislavski'	Journal work- reflection, research and recording ideas. Performance of monologue End of unit test
22- 30	Contemporary texts  Playwrights are reporters on life	Perspective  Orientation in space and time	Focus on two selected texts from different genres.(plays being based on specific issues)	Journal work- reflection, research and recording ideas. Performance of an extract of text, focusing on set,costumes, props and lights.
30-38	Stand-up-Comedy  We are all comedians	Communication  Personal and cultural expression	Focus on the 'structures' used in Stand-up ( The joke structure-topic, attitude, premise, act outs etc)	Journal work- reflection, research and recording ideas. Performance of a solo stand-up routine.

## The Arts: Visual Arts

In Grade 10 the main emphasis of the Visual Arts course is an independent and personal approach to learning and creative work. Throughout the course there are a series of open ended themes within which the students are encouraged to investigate and experiment in a variety of visual media. The course also introduces the students to the work of a number of both contemporary and historically significant visual artists. The course is designed to prepare students for the IB Diploma Program Visual Arts course. Students will record their working process and progress in their Process Journal. Within this they will explore and express their own ideas and document both their creative research, reflective writing and record all their preparatory work.

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-13	<p>Unit 1 China Goes Pop</p> <p>My personal environment and experiences help define who I am.</p>	Aesthetics / Personal & Cultural Expression	Observational drawing, collecting and photographing found resources and materials. Referencing an Artist or art movement. Idea development and prototyping to create an individual and well informed response to the guiding question.	<p>Submission of a piece(s) which appropriately responds to the unit question.</p> <p>Record working process and progress in the Process Journal. On going reflection and evaluation.</p>
14-26	<p>Unit 2 Journeys</p> <p>The process of creating Art can be a journey of self discovery.</p>	Orientation in Space & Time/ Personal & Cultural Expression	Observational drawing, collecting and photographing found resources and materials. Referencing an Artist or art movement. Idea development and prototyping to create an individual and well informed response to the guiding question.	<p>Submission of a piece(s) which appropriately responds to the unit question.</p> <p>Record working process and progress in the Process Journal. On going reflection and evaluation.</p>
27-38	<p>Unit 3 Open: (The Students develop and define their own inquiry questions)</p> <p>Expression of personal interests and beliefs can help one understand oneself better.</p>	Personal & Cultural Expression	<p>Students work individually on a theme of their choosing.</p> <p>They will develop this theme into a piece(s). Students will be required to reference artists and art movements and experiment with media and ideas. In addition, observational drawing, in depth idea development and photographing and sourcing of materials and resources will also be required.</p>	<p>Submission of a piece(s) which appropriately responds to their chosen theme and subsequent unit question.</p> <p>Record working process and progress in the Process Journal. On going reflection and evaluation.</p>

# Physical Education

In order to meet the overall MYP aims and objectives, PE in Gr 10 focuses on training advanced locomotor, non locomotor, and manipulative skills whilst perfecting planning and strategical skills. In the 1st semester this is achieved through students participating in health related exercise and movement composition; in the 2nd semester through net games, athletics and creative martial arts.

Week	Unit/Statement of Inquiry	Key Concept	Content	Assessment
1-7	<b>Movement Composition</b> - Movement composition is the poetic baring of the soul through the selection, refinement and relationships of motion.		Choreographing a creative movement routine based on complex floor patterns and a variety of movements, conveying a theme. Mapping music to aid in the composition process.	Observation, assessment of specific skills, the creative composition routine. Assessment of the effort, and progress made.
9-15	<b>Net games - Badminton -</b> The refinement of skills and techniques can change how strategic systems and space are employed in a game.		Review main shots. Practice back hand shots (drive, drop, net shot). Practice smash. Practice making opponent move, and returning to center. Review the rules of game. Application of skills and tactics in game play.	Observation of a game, assessment of specific skills , effort, and progress made. WrittenTest.
16-20	<b>Swimming and Water Safety</b> - Refining skills, knowledge and awareness about the changing conditions of aquatic environments can increase the safety of ourselves and others whilst participating in a range of water-based activities.		Water safety techniques and stroke development. (course is adapted to the ability of the students)	Observation, assessment of specific skills. Emphasis on active participation and progress
21-26, 8 & 33	<b>Health Related Activities</b> - Body systems adapt to changing training methods.		Energy Systems - aerobic, anaerobic, Components of fitness, FITT principle - Frequency, Intensity, Time and Type, Principles of Training - overload, progression, creating training plans for meeting fitness goals and reducing injuries and soreness. Pre and Post fitness testing in Week 8 and 33	Observation, assessment of specific skills. Personal training plan. Assessment of the effort and progress made.
27-32	<b>Athletics</b> - Through the use of accurate recording and personal reflection, training for events can be customised in order to improve personal best performances in track and field events.		Improving personal performance in chosen activities by working towards self set targets. 5* Athletic Award programme.	Observation, assessment of specific skills in performing chosen activities.
34-38	<b>Adventure Challenge -</b> The dynamics of a team are enhanced and multiplied through listening to the perspective of all team members.		Learning how to use different skills and techniques for various outdoor and initiative activities. How to become an effective member of a group or team.	Observation, assessment of specific skills. Assessment of the effort, and progress made.

# The Curriculum

To ensure a strong knowledge base in all subjects the following are offered: Language A, Language B, Mathematics, Sciences, Design, Performing and Visual Arts, Physical Education.

Interdisciplinary Units provide the focus for developing the connections between the disciplines, so that students will learn to see knowledge as an interrelated, coherent whole.

Subject	Periods	%
English	5	12.5
Mandarin	4	10
Languages (French/ EAP)	4	10
Humanities	5	12.5
Sciences	4 or 8	12.5
Math	5	12.5
Design	4	10
Drama/VA/Music	4	10
Life skills	HR	2.5
PE	3	7.5
<b>TOTAL</b>	<b>40</b>	<b>100</b>

## Contact Details - Grade 10



### Nanjing International School



Xue Heng Lu 8  
Xian Lin College and University Town  
Qi Xia District  
Nanjing 210023  
P.R.China

Phone: +86 25 85899111

Fax: +86 25 85899222

<http://www.nanjing-school.com>

Director:

Mr Laurie McLellan

[lauriemclellan@nanjing-school.com](mailto:lauriemclellan@nanjing-school.com)

Head of Primary:

Mrs Marina Gijzen

[marinagijzen@nanjing-school.com](mailto:marinagijzen@nanjing-school.com)

Deputy Director - Learning:

Mrs Arden Tyoschin

[ardentyoschin@nanjing-school.com](mailto:ardentyoschin@nanjing-school.com)

Head of Middle School:

Mr Kasson Bratton

[kassonbratton@nanjing-school.com](mailto:kassonbratton@nanjing-school.com)

Deputy Director - Operations and Finance:

Mr Arek Owczarek

[arekowczarek@nanjing-school.com](mailto:arekowczarek@nanjing-school.com)

Head of Upper School:

Dr Juan Saavedra

[juansaavedra@nanjing-school.com](mailto:juansaavedra@nanjing-school.com)

Admissions Director: Mrs Sue

Northcott [suenorthcott@nanjing-school.com](mailto:suenorthcott@nanjing-school.com)

Counsellors:

Ms Kris Bezzerides (K-G8)

[krisbezzrides@nanjing-school.com](mailto:krisbezzrides@nanjing-school.com)

Mr Scott Langston (G9-G12)

[scottlangston@nanjing-school.com](mailto:scottlangston@nanjing-school.com)